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ABSTRACT

The North Texas Community/Junior College Consortium (NTC/JCC) was established in 1989 to conduct interinstitutional research and staff development projects, develop grant proposals for member colleges, serve as a medium for communication and networking, and seek and administer grants. The consortium is affiliated with the Department of Higher and Adult Education at the University of North Texas, and includes all 19 community college districts in North Texas in its membership. The consortium is administered by an executive director, a board of directors, and a steering committee. Each consortium member pays an annual membership fee, including a fixed fee of $1,500 and an additional variable fee based on reimbursable contact hours. During its first 7 months in operation, the consortium conducted a number of projects, including workshops on "Experiential Learning, Classroom Research and Collaborative Teaching" and "Classroom Research: Finding Out How Well Our Students Are Learning What We're Teaching," a faculty needs assessment conducted on 15 member campuses, a conference on "The Core and the Cannon: A National Debate," and the initiation of a research project to assess the effectiveness of developmental education. Those interested in establishing a similar regional consortium should: (1) begin by seeking the support of the presidents/chancellors targeted for the partnership; (2) employ at least one full-time professional to administer the program and raise funds; (3) develop programs based on expressed needs; (4) start off with one or two highly visible and successful projects; (5) keep participants informed of progress; and (6) develop sound accounting and evaluation systems. Additional information on the charter, operations, activities, and budget of the NTC/JCC is appended. (WJT)

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The Benefits of Regional University-Community College Consortia: A Case Study

by

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Paper presented at the Annual Meeting of the AACJC's Council of Universities and Colleges, 70th Annual Convention, Seattle, Washington, April 22, 1990.

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The North Texas Community/Junior College Consortium (NTC/JCC) started with my desire to form an interinstitutional research consortium, similar to the one I was familiar with in the Institute of Higher Education at the University of Florida, i.e. the Inter-Institutional Research Council (IRC). This community college consortium at the University of Florida had been successful for over 20 years in conducting a wide variety of research projects for two-year institutions throughout the state of Florida. In the Fall of 1988, as a newly appointed professor at the University of North Texas (UNT), I was interested in developing a similar consortium that would be of service to nine or ten community colleges located within a one hour driving distance of the UNT in Denton, Texas.

I soon learned, after sharing my proposal with some 10-15 North Texas community college presidents, that they were interested in the idea of a regional consortium of community colleges but only if it also had a major goal of providing staff development programs for their colleges. With this in mind I refined my proposal and included as one of its major purposes the development of interinstitutional staff develop projects for prospective member colleges. These two purposes, staff development and research projects, became the major conceptual framework for this new venture.

The idea for this new consortium was also expanded to include 19 community college districts and 25 colleges in North Texas. It was felt that many regional service and research programs could be developed with these colleges, even though some were a three hour drive from each other or the University of North Texas. We also felt that by including more colleges in the consortium we would have a stronger financial base for our first year of operation. This idea of a regionally based, as opposed to a state-wide, consortium is one that is strongly supported by the current NTC/JCC Board of Directors. There does not appear to be any desire to expand the membership of the consortium beyond the north Texas area at this time.

HISTORY DEVELOPMENT OF NTC/JCC

Having described some of the conceptual basis for this new consortium I would now like to share with you some of the historical events that occurred in the development of this new partnership. By studying the evaluation of this consortium I hope that you will begin to see how you could start a similar program in your part of the country. Later I will offer some suggestions as to how you can make sure that your consortium will be successful in its first year of operation.

The first major event in the development of this community college/university partnership was the development of a consortium proposal. I presented this proposal to my department chair, department faculty, and college dean in the fall of 1988 for their support. With their support I then presented the proposal to 12 of the community college presidents in my region of the country over a three month period of time. By December of 1988, I still did not feel that I had a strong base of support for this new partnership.

In an effort to gain more support, I then developed a proposal for a workshop in the North Texas region on "Building Communities of Community Colleges". My college dean and the chancellor of the University of North Texas liked this idea. The chancellor, Dr. Al Hurley, Provided $4,500 for this workshop which took place in February of 1989 in Denton, Texas, the home of my university. Approximately 65 community college presidents, vice-presidents, directors of staff development, and directors of institutional research attended this meeting from 15 different community college districts. Drs. Thomas Angelo, Assistant Director of the Classroom Research Project at the University of California, and James Wattenbarger, Director of the Institute of Higher Education at the University of Florida, spoke at this meeting on the topics of "Classroom Research in Community Colleges" and "The Benefits of a Research Consortium". At the end of this day long program, the participants proposed that a Steering Committee be formed to develop a constitution and set of by-laws for a two-year bcollege/university consortium. This Steering Committee met in March, May, and June of 1989 to develop a charter, organization chart, fee structure, and set of by-laws for the consortium.

In the summer of 1989, nineteen north Texas community college districts were invited to join the NTC/JCC. Nine districts accepted the invitation and agreed to pay membership fees that totaled $29,912.25. These districts represented 15 two-year colleges. These colleges are listed in our fact sheet, Appendix A (page 12) of this paper. Seven of the colleges are from the Dallas County Community College Disrict (DCCCD). The first Board of Directors meeting was held on July 19, 1989. At this meeting the NTC/JCC's Charter and Bylaws were approved and it was agreed that this new consortium would officially begin on September 1, 1989. Also at this meeting I was appointed as the first Executive Director of the consortium.

ORGANIZATION AND ADMINISTRATION OF NTC/JCC

At this time you may want to turn to Appendix B of this paper on page 13. This appendix contains the Charter for the NTC/JCC and on page two of this charter you will see the five major purposes for our new partnership. In a few minutes I will share with you the programs that have been developed to meet these purposes during our first year of operation.

On the first and second pages of this Charter you will also see section 5 on the "Organization and Governance" and "Administration" of our consortium. These sections identify in a very general way how the organization is run with an Executive Director, Board of Directors, and Steering Committee. Appendix C on page 18 contains an outline of our Organizational Chart.

The NTC/JCC Board of Directors is comprised of the nine community college district presidents or chancellors in the consortium. Dr. Jack Stone, Vice-Chancellor of Educational Affairs for the Dallas County Community College District (DDCCCD), represents the DCCCD Chancellor and is the chairman of the consortium board, a two-year elected position. This group meets a minimum of three times a year to set policy and approve programs for the consortium. The Board's Executive Committee consists of the Chairman, Chairman Elect, and Secretary of the Board of Directors. This group meets periodically to work with

tasks assigned to it by the Board of Directors, to expedite Board business, and to plan the agenda for board meetings. At this time the treasurer also attends these meetings, a position currently held by the Executive Director of the consortium. Mr. Bobby Walters, President of Paris Junior College, is presently the Chairman Elect of the NTC/JCC, and Dr. Jim Williams, President of Grayson County College, is the consortium's Secretary. The terms for both of these offices are two-years in length.

The Executive Director of the NTC/JCC is appointed by the University of North Texas with the advice and consent of the NTC/JCC Board of Directors. The Executive Director provides the overall administration for the projects set by the Board of Directors and his/her performance is reviewed annually by the Board.

As you can see from our Organization Chart, the consortium's Steering Committee was established to administer the policies set by the Board of Directors and to give advice to the Board. This group was received originally as the major working group in this consortium with a minimum of four meetings planned each year. The Chairman of the Steering Committee serves a one-year term and that position is currently held by Dr. Luther "Bud" Joyner, President of Cooke County College. The Chairman Elect of the Steering Committee also serves a one-year term, and that position is currently held by Dr. John Anthony, President of Collin County Community College District. Dr. James Butzek, Vice-President of Instruction, Cedar Valley College (DCCCD), holds the one-year Secretarial appointment on this same Steering Committee. Membership on the consortium's Steering Committee consists of the college presidents/chancellors from each of the consortium's 15 colleges or their representatives.

In its first year of operation, the NTC/JCC Steering Committee has established two sub-committees. These two committees are the Professional Development Committee and the Research Committee. The Professional Development Committee is comprised of one faculty member from each of the consortium's 15 colleges. This faculty member was appointed by his/her college president to serve a one-year term on this committee. The major purpose of this committee so far has been to develop and recommend to the Steering Committee programs that will be of service to faculty in the member colleges. Ms. Martha Ewing, Professor of Psychology at Collin County Community College, is the chair of our Professional Development Committee (PDC), and Ms. Barbara McGregor, Instructor of English at Weatherford College, is the PDC's secretary.

The membership of the Research Committee consists of the Directors of Institutional Research for each of the nine community college districts in the consortium. In cases where a district did not have a Director of Institutional Research, a staff member from the college was appointed to assist in the committee's work. Four of the nine districts have individuals with the title of Director of Institutional Research. Dr. Gerald Perkus, Director of Institutional Research at Collin County Community College, is the chair of our Research Committee and Ms. Ann Waggoman, Director of the Developmental Studies at Cooke County College, is the committee's secretary. The major purpose of this committee so far has been to develop, implement, and evaluate research projects considered to be of high priority to the consortium's Steering Committee and Board of Directors. In a few minutes, I will describe briefly the accomplishments of this committee as well as the Professional Development

Committee.

While a Membership Committee appears on the organization chart in Appendix C, to date such a committee has not been formed. This committee is still under discussion by the Steering Committee.

This has been a brief overview of the organization and administrative structure of the NTC/JCC. For a more detailed description of how the organization functions and the various roles of the officers, you may want to study our Bylaws. If you would like a copy of our Bylaws, just give me your business card or name and address and I shall be glad to mail a copy of those to you.

NTC/JCC FUNDING ARRANGEMENTS

Our initial goal was to raise approximately $54,000 for our first year of operation. The Board of Directors felt this was a reasonable goal given what we know about the funding base of other community college consortia around the country. Using this goal we devised a formula for calculating a proposed fee structure for the eighteen (later nineteen) community college districts that were invited to join the consortium in July of 1989. This annual membership fee was a combination of both a fixed and variable fee. The annual fixed fee per member district was set at $1,500 and the additional annual variable fee for each member district was a charge of $.0005628 per reimburseable student contact hour (both academic and vocational-technical program contact hours) generated by each invited member college district. Table 1 in Appendix D on page 19 shows the eighteen colleges that were initially invited to join the consortium in the Summer of 1989 and the proposed fee charges for each of these 18 college districts (after this table was prepared, McLennan Community College District was invited to join the consortium with a proposed fee of $2,368.92 -- $1,500 fixed plus $868.92 variable). The cost per contact hour $.0005628, as you can see from the footnote in Table 1, was calculated in the following manner:

(1) Total budget needs, $53,998.92 minus anticipated collected fixed fees, $27,000, equaled $26,998.92.

(2) Funds needed from variable fee charges, $26,998.92, were then divided by the total number of student contact hours generated by the 18 invited consortium colleges, 47,972,516, to arrive at the $.0005628 charge per contact hour.

Table 1 also shows the total membership fee requested from each of the 18 invited districts in 1989. Table 2 in Appendix D, page 20, shows the contact hours generated by the invited member college districts with 1986-87 being used as the base year.

A total annual fee cap of $12,000 was set for any given district that joined the consortium in 1989-90. Fees paid by the nine member districts currently range from $1,939.75 to $11,628.07, and as mentioned earlier the consortium's income for its first year of operation was $29,912.25. Even though we did not achieve our initial goal of raising $53,998.92, we had enough funds to begin a limited program for the member institutions.

Appendix E on page 21 contains a copy of the NTC/JCC's budget for its first year of operation. One fourth of my time for the 1989-90 academic year (9 months) was contributed by the University of North Texas to the consoritum. We had also hoped for an Assistant Director to assist in the administration and work of the consortium, but so far we have not found the necessary funds or person to fill that position.

CURRENT PROJECTS AND SITUATION

In my assessment, and of course I am biased, the consortium has developed some significant projects during its first seven months of operation. On the next page is a list of these projects which I will describe briefly.

The August 17th workshop for the Professional Development Committee (PDC) helped us decide that we needed a fall workshop on "Classroom Research/Assessment". In September the PDC conducted a survey of all full-time faculty in the consortium. This needs assessment has provided guidelines for our program planning all year and will aid us in planning programs for next year.

Fifteen of our consortium faculty from 15 different colleges attended the UNT National Conference on "The Core and the Cannon: A National Debate" on October 26-28, 1989. From this meeting we hope to work with some of the faculty at the UNT to develop a curriculum grant for submission to a national foundation.

On November 1, 1990 we began our year long research project. This study will provide a descriptive report of the developmental education programs in 13 of the member colleges. More importantly it is designed to provide on evaluation of these programs to determine the most effective programs or program components in terms of student persistence and student performance. Two graduate students from the UNT Department of Higher and Adult Education have been employed one-fourth time to work on this project. This project represents the major activity of the consortium's Research Committee this year. We are hoping to sell this research report on a national basis in the Fall of 1990. We expect the sale of this report to cover the $10,000 cost of this project.

Our first major workshop was held on December 8-9, 1990 in Dallas on the topic of "Classroom Research". One hundred thirty-six (136) faculty and administrators from the 15 consortium colleges participated in the training offered by this program along with another 50 staff members from 20 non-member, Texas colleges. This two-day workshop received high ratings and it is hoped that this will become a long-term project for this consoritum. The success of this first workshop is evidenced by the fact that a followup workshop was held on April 6, 1990. Over seventy-five (75) consortium faculty attended this meeting as well to learn more about "Classroom Research" and to explore ways that could be used on their campuses to train other faculty in classroom assessment and feedback techniques. All of these 75 participants were from the 15 consortium colleges. Both of these workshops were self-supporting and the December

NORTH TEXAS COMMUNITY/JUNIOR COLLEGE CONSORTIUM (NTC/JCC)

1989-90 FALL/SPRING PROJECTS

August 17	**Mini-Workshop on "Experiential Learning, Classroom Research, and Collaborative Teaching".** Site: Collin County Community College, Spring Creek Campus
September 1	**Faculty needs assessment conducted on 15 member campuses with 500 faculty responding.**
October 26-28	**Conference on "The Core and the Cannon: A National Debate"** Site: University of North Texas
November 1	**Started Research Project on the "Effectiveness of Developmental Education". Project includes a full description and evaluation of developmental education programs in 13 of the 15 consortium colleges. Final report will be available in August 1990.**
December 8-9	**Workshop on "Classroom Research: Finding Out How Well Our Students Are Learning What We're Teaching"** Site: Summit Hotel, Dallas
February 15	**TJCTA Consortium Open House** Site: Marriott Rivercenter Hotel, San Antonio
February 28-March 3	**National Conference on "Successful College Teaching"** Site: Orlando, Florida
March 3-7	**National Conference on "Successful College Administration"** Site: Orlando, Florida
April 6	**Follow-up Workshop on "Classroom Research: What Have We Learned So Far?"** Site: Brookhaven College

For further information, call Dr. Al Smith at (817)565-2595

workshop brought in an additional $1,500 for the consortium. The consortium sponsored an "Open House" at the Texas Junior College Teacher's Association (TJCTA) meeting on February 15th in San Antonio. This social event was attended by over 100 faculty and administrators from both consortium member and non-member colleges. This event gave us an opportunity to inform individuals about our programs and research.

Each member college was invited to send at least one representative to two Florida conferences sponsored by the UNT's Center for Higher Education and the University of Florida's Institute of Higher Education. The conference fee was waived for three of the five consortium representatives that attended these meetings. It is hoped that more member colleges will take advantage of this benefit next year.

The Professional Development Committee has been one of the most active groups in the consortium so far. In addition to their help in planning, implementing, and evaluating many of the above mentioned projects, they have developed a newsletter, NTC/JCC News, and a faculty directory. (See Appendix F (page 22) for a copy of the first issue of this new publication.) The first issue of the newsletter was distributed to all full-time faculty and administrators in the consortium in March of 1990 and a second issue is planned for June. The goal is to publish this newsletter on a quarterly basis starting next year.

The PDC's Faculty Directory will be made available to all consortium faculty in August of 1990. It will list all of the full-time faculty in the consortium by their discipline areas and will contain each person's telephone number. This should make it easier for consortium faculty to contact other consortium faculty for the purpose of discussing common problems, developing faculty exchanges, sharing resources, preparing grant proposals, and developing a variety of other programs that will make use of resources throughout this region of the country.

As for plans for the future, it is hoped that 5-10 additional colleges will be added to the consortium in 1990-91. The consortium may also explore the possibility of adding some K-12 school districts to our consortium. This would enable us to develop some unique programs to service students from kindergarten through to a university degree. We plan to continue and expand our classroom research and developmental education projects. The results of these and other projects will be shared in what we are hoping will be our first state-wide fall conference for community college educators. This conference is being planned for November 14-16, 1990 in Dallas. We are hoping that this fall roundup, as we say in Texas, will become an annual conference for the consortium.

Other plans for the 1990-91 academic year include the development of a grants committee and a number of grant proposals. We see this as an important activity for the consortium as we strive to develop new staff development and research programs that will benefit students in the consortium and at the University of North Texas. Grants will also become more important to the consortium as it strives to increase its financial base.

The consortium has also been successful in expanding its office space. Starting in the Summer of 1990, the consortium will have three offices and a secretarial area at the University of North Texas. Currently, the consortium has been operating out of one office at UNT. This additional office space along with the addition of a half-time student secretary should enable the consortium to expand its services and programs considerably in 1990-91.

CONSORTIUM BENEFITS

The participants in the community college workshop sponsored last year by the University of North Texas identified ten reasons to form a regional consortium for the North Texas area. You may want to share these same benefits in your region if you decide to start a regional two-year college consortium.

1. Increased opportunities to secure grant funds for staff development and research projects.

2. Ability to offer staff development opportunities that would not be possible by a single district.

3. Ability to conduct research on common problems by pooling resources and staff.

4. More political clout with the legislature on issues of common concern.

5. Enhanced credibility for staff development and research projects.

6. Opportunities for consortium college staff members to obtain consortium assistantships to UNT.

7. Development of administrative and teaching internships for consortium colleges.

8. Formation of a network of community college and university consultants to assist member colleges on local issues and problems.

9. Improved communications among colleges in the North Texas region.

10. Ability to form a variety of new partnerships to improve the teaching/learning process for community college students in the region.

It will be very important that you develop a good list of benefits if you decide to start a consortium. One of the most frequent questions I received when I proposed the development of this consortium was "What will be the benefits for our college?". Your success in starting a new consortium and expanding its membership will depend on how well you can answer this question when you propose

the idea. Your continued success will depend on how well you are able to expand this list of benefits once your consortium is underway.

ADVICE FOR THOSE INTERESTED IN ESTABLISHING REGIONAL CONSORTIA

Listed below are ten suggestions I would make to individuals or colleges that may be interested in starting a regional community college/university consortium.

1. Start at the Top -- Seek the support of the college presidents/chancellors of colleges, universities or schools that you would like to have as a part of your partnership. Without their initial support, little is likely to happen and without their support over the years little is likely to continue happening.

2. Employ at least one full-time professional to administer consortium programs -- This person need not be full-time employed with the consortium but he/she must have a real interest in seeing the consortium succeed. There must be payoffs for this person within his/her institution and there must be adequate support staff and space made available to this person if the consortium is to progress over time.

3. Develop programs based on expressed need -- So far the most successful programs for our consortium have been the ones that the participants have proposed or requested. Programs promoted by only one or two individuals in the consortium are not likely to succeed.

4. The Consortium Director needs to be a Fund Raiser -- Most consortia of the nature described here will start with very limited funding. The director must be the type of person who can raise funds through projects, grants, membership drives, etc. Your director should be a person who enjoys this type of activity and who has a good track record in the area of fund raising.

5. Have one or two highly visible and successful projects in your first year of operation -- Nothing breeds success like success. If at all possible, you will need a highly successful program in your first six months of operation in order to hold and expand your base of support into the second year of operation.

6. Keep everyone informed of your progress at all times -- Achieving good communication, as we all know, is hard enough in one higher education institution. It becomes much more difficult across institutions that represent very different formal and informal communication patterns. I would suggest a quarterly newsletter with a cover letter from each college president as one of the best means of communication in this type of interinstitutional association. A committee structure such as the one I have outlined in this paper

can also be a very effective way of keeping key people informed and up-to-date.

7. Keep potential new members informed and involved in your programs --This guideline can be particularly important in the first few years of your new partnership. In these years you will no doubt want to expand your membership to increase the value and financial base of your organization. As non-members participate with members in your many new programs, they will want to join the consortium. This will be particularly true if the cost of the non-member involvement has been significantly higher than individuals and/or colleges are paying as members of the consortium.

8. Let others take charge -- Initially you may have the idea for a consortium. However, as your consortium grows you will need to take a back seat to the leaders in your consortium. Learn to delegate, delegate, and delegate and to let others take charge of the consortium's major projects. The successful consortium director will be the one who can very quickly turn over ownership of the consortium to those who have leadership potential and who also see the need for the services the consortium will provide. Get these people the resources they will need and then get out of their way.

9. Develop a sound accounting system for your funds and keep accurate records -- Members in the consortium will want to know on a regular basis how their money is being spent. Provide the directors of your consortium with frequent financial reports on all of your activities.

10. Evaluate all of your programs on a regular basis -- Every consortium program should have an evaluation component. Evaluation reports should be prepared after each major project and shared with your Board of Directors. Time should be set aside each year for a full-evaluation of the consortium's activities by the Board of Directors. This evaluation should then be shared widely throughout the consortium with the director, his/her staff, and the members of the consortium. Such an evaluation can then provide the basis for improved programs in future years of the consortium.

SUMMARY

I hope this paper has challenged you to think about starting a regional consortium in your part of the country. I believe that our consortium has started some programs that will greatly enhance the teaching/learning process in its member colleges over the next few years. Recently, Dale Parnell (1990) has given support to this idea in his new book, Dateline 2000: The New Higher Education Agenda. In the first chapter of this book he states that colleges or universities of Dateline 2000 must encourage more cooperative learning experiences, not only among students but also among faculty. He believes, and I quote, that:

. . .Because community and state regional colleges work between high

schools and universities, they might logically serve as conveners of regional educational consortia. The resulting partnerships among various levels of education could include cooperative efforts aimed at developing teaching-learning excellence, enhancing teacher enrichment, developing continuity in learning, improving student retention and the further education of disadvantaged students. Formalized discussion among faculty from various levels of education could also encourage feedback related to student performance (p.12).

I believe the type of consortium that Dale Parnell described will be of great benefit to students, faculty, and administrators over the next 10-15 years. As we enter a time of more limited resources for higher education, we will need to find new ways to make better use of the resources we already have. Regional consortia, I believe, comprised of public schools, community colleges, four-year institutions, and local or regional businsses offer one of the best solutions to the resource and educational problems we face today.

REFERENCE

Parnell, D. (1990) Dateline 2000: A New Higher Education Agenda. Washington, D.C.: Community College Press of the American Association of Community Junior Colleges.

APPENDIX A

NORTH TEXAS COMMUNITY/JUNIOR COLLEGE CONSORTIUM (NTC/JCC)

FACT SHEET

OVERVIEW

The North Texas Community/Junior College Consortium (NTC/JCC) was established in 1989 in cooperation with the University of North Texas as an interinstitutional, two-year college consortium devoted to improving undergraduate education through a variety of staff development and research projects. The consortium focuses on low-cost, high-yield approaches to improving teaching and learning, emphasizing better utilization and sharing of resources through interinstitutional collaboration. The consortium is funded by membership fees paid by nine member-college districts and by in-kind contributions of staff and space from the University of North Texas and member colleges.

CURRENT MEMBERS

Currently there are 15 two-year colleges represented in the NTC/JCC. They are:

Brookhaven College (DCCCD)
Cedar Valley College (DCCCD)
Collin County Community College
Cooke County College
Eastfield College (DCCCD)
El Centro College (DCCCD)
Grayson County Co lege
Kilgore College
Mountain View College (DCCCD)
Navarro College
North Lake College (DCCCD)
Paris Junior College
Richland College (DCCCD)
Trinity Valley Community College
Weatherford College

In the fall of 1989 these colleges registered approximately 82, 807 of the 358,315 students enrolled in Texas two-year colleges and Lamar University at Orange and at Port Arthur. This represents approximately 23% of the head count enrollment in the 49 public community colleges in Texas and their 67 campuses.

PROGRAMS AND SERVICES

The NTC/JCC supports and coordinates interinstitutional faculty/staff professional development programs, research to improve community college programs, conferences, seminars, and technical assistance on effective approaches to teaching and learning. The two major programs supported by the consortium in 1989-90 are:

1. Classroom Assessment/Research Staff Development Project. The major goal of the project is to train community college faculty and administrators in the use of classroom assessment/research techniques. Regional and individual college workshops are being held in 1989-90 to achieve this goal. Group and individual assessment/research projects will be encouraged in 1989-90 to enhance student learning in NTC/JCC colleges.

2. Effectiveness of Developmental Education Research Project. The major goal of this research project will be to describe the nature and effectiveness of developmental education on the campuses of the 15 NTC/JCC colleges. This is a year long study using LONESTAR tracking system data to determine the

(over)

persistence and performance of developmental education students in 15 colleges from the Fall of 1989 into the 1990 Spring semester. A research report giving the findings of this study will be published and available for national distribution in the Summer or Fall of 1990.

Organization

Presently the governance structure of the North Texas Community/Junior College Consortium (NTC/JCC) consists of a (1) Board of Directors chaired by Dr. Jack Stone, Vice Chancellor of Academic Affairs, Dallas County Community College District; (2) a Steering Committee chaired by Dr. Bud Joyner, President of Cooke County Community College; (3) a Professional Development Committee chaired by Ms. Martha Ewing, Instructor of Psychology, Collin County Community College, and a (4) Research Committee chaired by Dr. Gerry Perkus, Director of Institutional Research, Collin County Community College.

The Executive Director of NTC/JCC is Dr. Al Smith, Professor of Higher Education, at the University of North Texas. For further program or membership information, please contact Dr. Smith at

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APPENDIX B

CHARTER

NORTH TEXAS COMMUNITY/JUNIOR COLLEGE CONSORTIUM (NTC/JCC)

Approved 7/19/89

Introduction

The purpose of this consortium will be to conduct staff development and/or research projects of common interest to the member colleges. The results and evaluations of these projects will be shared with the consortium colleges on an annual basis. This sharing of project successes and accomplishments will help each college decide whether or not to continue its participation in the consortium in any given year. In pooling the resources of the community/junior colleges and the University of North Texas (UNT), the participants in this consortium should be able to realize significant benefits for their institutions. The colleges in this consortium should be able to conduct projects and solve problems that they will normally not be able to solve because of limited time, staff, and/or resources.

Consortium Purposes

The current major purposes of this consortium will be to:

1. Conduct staff development projects for member colleges.
2. Conduct research projects for member colleges.
3. Develop grant proposals for consortium colleges and projects.
4. Serve as a medium for communication and networking among individuals interested in the advancement and development of community colleges.
5. Seek and administer grants and/or contracts in the name of the consortium.

Other purposes related to the missions of the community/junior colleges represented in this consortium may be added as needed by the Board of Directors. The overriding goal of this consortium will be to strengthen the various programs of the participating institutions.

Organization and Governance

This program will be affiliated with the Department of Higher and Adult Education, University of North Texas. The Executive Director will be appointed by the University of North Texas with the advice and consent of the Board of Directors. The University of North Texas will contribute space, overhead, as well as the time

of the Executive Director of the program. Each district office will be represented on the consortium's Board of Directors with one vote. This Board of Directors will suggest and approve all consortium projects, approve the annual consortium budget and staff development and/or research projects, conduct an annual review of all consortium projects for the member colleges, and develop all policies for the consortium. The consortium Steering Committee will consist of a proportionate representation of membership in relationship to the funding and conduct the general business of the consortium. This will also be a recommending body to the governing body. Future revisions of the Charter will require a two-thirds vote of the Board of Directors.

Administration

Administrative and staff appointments will be subject to UNT employment policies and practices with final approval by the Board of Directors. An Executive Director will provide the overall administration for the projects set by the Board of Directors. Administrative support staff for this consortium, as funds permit, may include assistant and/or associate consortium directors, project directors, assistant and/or associate project directors, community/junior college and university resource consultants, consortium doctoral student graduate assistantships, and voluntary in-kind contributions of personnel provided by the University of North Texas and the participating member community colleges.

The Board of Directors will meet a minimum of three times a year for planning, mid-year assessment, and annual evaluation meetings. Additional meetings may be scheduled as needed. Graduate students from consortium colleges will be given priority in awarding consortium graduate assistantships. The Steering Committee will meet a minimum of four times each year and any additional meetings as needed.

Funding

Each member community college district will pay an annual membership fee. This annual membership fee will be a combination of both a fixed and variable fee in any given year. The annual fixed fee per member will be $1,500 and the additional annual variable fee will be a charge of $.0005628 per reimbursable contact hour (both academic and vocational-technical program contact hours) generated by the member. There will be a $12,000 total annual fee cap for any given member with the consortium's fiscal year running from September 1 through August 31. This fee structure will be set on an annual basis by the Board of Directors and may vary from year to year depending upon the financial needs of the consortium and the amount of external funding raised by the consortium in any given year.

In-kind contributions (in lieu of a membership fee) by the University of North Texas in the 1988-89 academic school year to this consortium have been as follows:

Al Smith's time (1/4 appointment)	$10,500
Workshop Funds	4,595
Travel Funds	360
TOTAL	$15,455

The University of North Texas College of Education and Department of Higher and Adult Education will be willing to commit one-fourth of Dr. Smith's time to this project as consortium Executive Director for 12 months starting July 1, 1989, as an additional in-kind contribution of $14,000 for 1989-90.

Other UNT in-kind contributions to this new consortium in 1989-90 will include:

1. Office space for this project.

2. Two personal computers and printers. Other in-kind contributions from UNT such as computer time, doctoral students assistance, overhead, etc., will no doubt become possible as the consortium develops.

Each year member college presidents and chancellors will be asked to sign a letter of agreement to participate and a contract for their membership fee. The Executive Committee will act as the budget committee for the Board of Directors. After September 1, 1989, proposals for associate memberships may be considered on an individual, negotiated basis by the Board of Directors.

Project Selection and Implementation

Any member college, district office, and/or the Executive Director and his/her staff will be able to propose a project or grant proposal through his/her Steering Committee member(s). The Board of Directors and Steering Committee will vote on new projects for any given year with a seventy-five percent (75%) acceptance vote needed for any new project or proposal. Procedures will be developed by the Board of Directors for the planning, implementation, and evaluation of all new consortium projects.

Evaluation

As already mentioned, the Board of Directors, comprised of community/junior college member representatives, will review all

consortium programs and the Executive Director on an annual basis. The Board of Directors will have sole responsibility for approving as well as terminating any consortium program and the Executive Director's appointment.

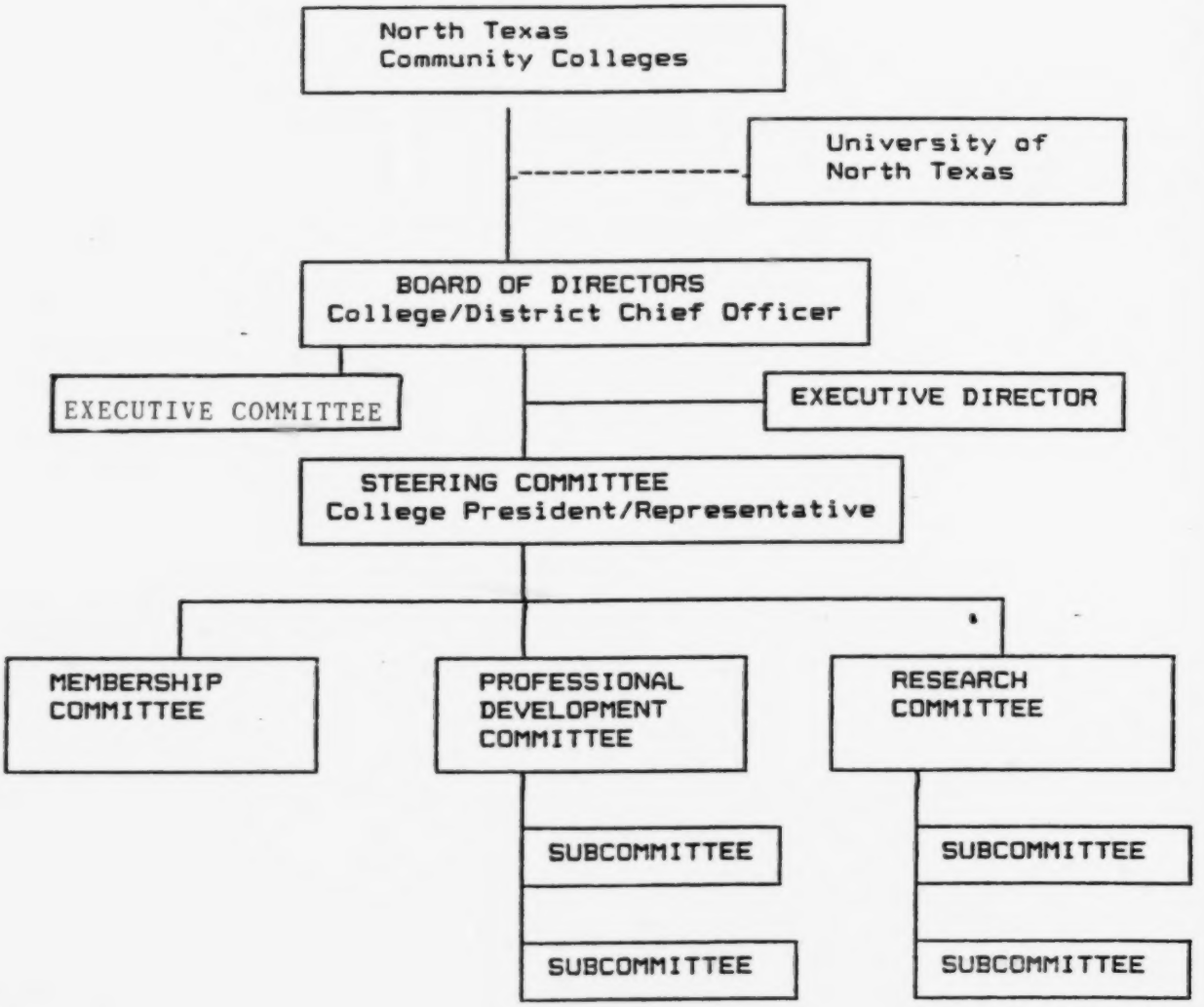
Membership

At this time, full membership in the consortium will be limited to the 19 community/junior colleges of North Texas. Other Texas institutions may be invited to join at a later date.

APPENDIX C

NORTH TEXAS COMMUNITY/JUNIOR COLLEGE CONSORTIUM

ORGANIZATIONAL CHART



July 23, 1989

APPENDIX D

Table 1 - Proposed Fee charges for Each of the Eighteen Invited Consortium Colleges for September 1, 1989 Through August 31, 1990.

	Fixed Fee	Variable Fee*	Total
Cisco Junior College	$ 1,500	$ 539.93	$ 2,039.93
Collin County Community College District	1,500	584.68	2,084.68
Cooke County College	1,500	481.43	1,981.43
Dallas County Community College District	1,500	10,128.07	11,628.07
Grayson County College	1,500	794.67	2,294.67
Hill College	1,500	464.61	1,964.61
Kilgore College	1,500	1,303.11	2,803.11
Navarro College	1,500	694.54	2,194.54
Northeast Texas Community College	1,500	365.15	1,865.15
Panola Junior College	1,500	456.96	1,956.96
Paris Junior College	1,500	805.51	2,305.51
Ranger Junior College	1,500	311.30	1,811.30
Tarrant County Junior College District (TCJC)	1,500	4,709.45	6,209.45
Texarkana College	1,500	1,131.38	2,631.38
Trinity Valley Community College	1,500	1,180.49	2,680.49
Tyler Junior College	1,500	2,020.13	3,520.13
Vernon Regional Junior College	1,500	587.76	2,087.76
Weatherford College	1,500	439.75	1,939.75
	$27,000	$26,998.92	$53,998.92

* Formula for calculating the variable fee charges was determined by dividing $27,000, the other half of the consortium's proposed first year budget, by the total number of contact hours generated in 1986-87 by the proposed 18 consortium colleges, i.e., 47,972,516 contact hours. This cost per contact hour, $.0005628, was then multiplied times the total number of contact hours generated by each college (see Table 2) to arrive at a proposed 1989-90 consortium variable fee charge for each proposed consortium college.

Table 2 - Contact Hours (1986-87 Base Year) Generated by Each Invited Consortium College and Used to Calculate the Consortium's Proposed Variable Fee Charges

	Academic Programs*	Vocational/Technical**	Total
Cisco Junior College	450,544	508,818	959,362
Collin County Community College District	856,624	182,256	1,038,880
Cooke County College	473,984	381,441	855,415
Dallas County Community College District	10,331,864	7,663,995	17,995,859
Grayson County College	711,456	700,533	1,411,989
Hill College	408,352	417,180	825,532
Kilgore College	1,203,888	1,111,524	2,315,412
Navarro College	625,744	608,334	1,234,078
Northeast Texas Community College	309,032	339,778	648,810
Panola Junior College	402,288	409,654	811,942
Paris Junior College	721,920	709,335	1,431,255
Ranger Junior College	334,720	218,413	553,133
Tarrant County Junior College District (TCJC)	5,445,872	2,922,029	8,367,901
Texarkana College	909,312	1,100,962	2,010,274
Trinity Valley Community College	923,360	1,174,170	2,097,530
Tyler Junior College	2,012,920	1,576,510	3,589,430
Vernon Regional Junior College	356,176	688,167	1,044,343
Weatherford College	477,520	303,841	781,361
			47,972,516

* Contact hours in Coordinating Board approved academic programs used to compute amounts in appropriations bill for the 1988-89 biennium, 1986-87 Base Year (Summer 1986, Fall 1986, and Spring 1987)

** Contact hours in Coordinating Board approved semester length vocational-technical programs, other than semester length and adult programs used to compute amounts in the appropriation bill for the 1988-89 biennium, 1986-87 Base Year (Summer 1986, Fall 1986, and Spring 1987) and (3rd Quarter 1986, 4th Quarter 1986, 1st Quarter 1986, and 2nd Quarter 1987)

APPENDIX E

NTCCC BUDGET

September 1, 1989-August 31, 1990

PERSONNEL		
Director (Al Smith - 25% - $ 11,000)	$ .00	
Assistant Director (New UNT Community College Assistant Professor - 50% - $14,000)	.00	
Part-time Secretary (1/2 time)	7,502.40	
Student Assistant(s)	2,080.00	
Graduate Assistant (1/4 time)	7,542.50	
Consultant or Summer Salaries	1,200.00	
		18,324.90
OPERATING AND PROJECT FUNDS		
Telephone	750.00	
Travel	1,300.00	
Office Supplies and Postage	750.00	
Grants and Projects	7,857.50	
Newsletter	900.00	
Miscellaneous	29.85	
		11,587.35
TOTAL		$29,912.85

Approved 11/10/89

NTC/JCC News

North Texas Community/Junior College Consortium

Dr. Jack Stone, Chairman, Board of Directors
Dr. Al Smith, Executive Director

P. O. Box 13857
Denton, TX 76203-3857
817-565-2595

Vol. 1 No. 1 Spring, 1990

BENEFITS IDENTIFIED

"Why a Consortium ?" you ask yourself as you look into the mirror. Well, the participants in the **Community College Workshop** sponsored last year by the **University of North Texas** identified ten reasons to form a regional organization for the North Texas area.

1. Increased opportunities to secure grant funds for staff development and research projects.
2. Ability to offer staff development opportunities that would not be possible by a single district.
3. Ability to conduct research on common problems by pooling resources and staff.
4. More political clout with the legislature on issues of common concern.
5. Enhanced credibility for staff development and research projects.
6. Opportunities for consortium college staff members to obtain consortium assistantships to UNT.
7. Development of administrative and teaching internships for consortium colleges.
8. Formation of a network of community college and university consultants to assist member colleges on local issues and problems.
9. Improved communications among colleges in the North Texas region.
10. Ability to form a variety of new partnerships to improve the teaching/learning process for community college students in the region.

RESEARCH COMMITTEE

DEVELOPMENTAL PROGRAMS STUDIED

The goal of the **NTC/JCC research project** is to determine the effectiveness of the developmental education programs at **consortium** member colleges. To meet this goal, two separate but related studies are being conducted, each utilizing questionnaires. One study involves preparation of a profile of developmental education programs of NTC/JCC members prior to implementation of the **Texas Assessment of Skills Program (TASP)**. The other investigates the persistence and performance of students--in the Fall, 1989, cohort at participating colleges--who enroll in developmental education courses.

The results of the second study will be analyzed and matched with the profiles for each institution prepared in the first study. Characteristics of "effective" developmental education programs will then be identified. The research project as a whole should provide NTC/JCC colleges with information they can use in reporting the "effectiveness" of their developmental education programs to the Texas Coordinating Board. Other possible benefits include information to colleges as to how they might improve developmental education programs and information regarding the actual costs of these programs.

M. Ewing

PROFESSIONAL DEVELOPMENT

COMMITTEE CONDUCTS SURVEY OF FACULTY.

PROFESSIONAL DEVELOPMENT ACTIVITIES BEGIN.

Discipline of Responding Faculty	
Agriculture	1%
Allied Health	18%
Computer Science	5%
Economics/Business Education	7%
English/Fine Arts	19%
Geography	1%
History/Government	5%
Industrial Arts	10%
Math/Physics	7%
Natural Science	6%
Office Occupations	4%
Other	7%
Physical Education	4%
Police Science	2%
Psychology/Sociology	4%

THE RESULTS ARE IN

Last fall, five hundred and seventy **(570) consortium** faculty members completed a survey for the **Professional Development Committee. Eighty-three (83) percent** of those surveys were completed by faculty, and **ninety-six (96) percent** of those faculty were full-time. **Twelve (12) percent** of the surveys were completed by division/department directors. The chart above indicates what percentage of the responses came from each discipline.

The survey solicited responses in two categories--**interests and participation**. Items receiving the most affirmative responses for usefulness were workshops by discipline **(95%)**, a directory of innovative programs at institutions within the **consortium (91%)**, course syllabi exchanges **(91%)**, a newsletter highlighting **consortium** activities **(90%)**, a bibliography of current reading materials by discipline **(88%)**, a directory of faculty by discipline **(87%)**, a directory of instructional resource materials within the **consortium (87%)**, a workshop on collaborative teaching **(83%)**, and a workshop on classroom research **(81%)**. Grantsmanship workshops **(75%)** and a teacher exchange program **(68%)** also received considerable support.

On the participation side of the survey, responses indicated a willingness to mentor new faculty **(74%)** and adjunct faculty **(72%)**. Short-term classroom learning/teaching projects **(74%)** and collaborative teaching in one's discipline at another institution **(72%)** garnered a considerable number of favorable responses. Items relating to publications were also well-received (resource bibliography for the discipline--**63%**, items to the newsletter--**53%**, and grant proposals--**46%**). Some interest was expressed in a faculty

(Please see *Survey* on reverse)

PROFESSIONAL DEVELOPMENT WORKSHOP

Improving the Teaching/ Learning Process

The **consortium** sponsored the southwest regional workshop/training session on **"Classroom Research: Finding Out How Well Our Students Are Learning What We're Teaching"**. The conference was held on December 8 & 9, at the Summit Hotel in Dallas, Texas. Approximately **200 faculty and administrators** from all over Texas attended. **Dr. Thomas Angelo of the University of California** discussed the value of classroom research as well as various classroom research techniques. Participants from **consortium** member institutions were given a discount conference registration fee of only **$45** for both days.

The workshop educated faculty on conducting individual and group classroom learning projects. Participants received the book, ***Classroom Assessment Techniques***, by **K. Patricia Cross** and **Thomas A. Angelo** as well as a packet of materials that can be applied to the classroom immediately. Group activities were also integrated into the workshop to allow for networking and idea exchanges among colleagues in the same discipline from different colleges.

A follow-up workshop is planned for **April 6th at Brookhaven College.** This meeting will allow participants to report on successes and challenges in the projects they implemented in January, 1990. M. Ewing

COMING ATTRACTION

A directory of consortium faculty by discipline is due for publication this spring. The folks at Collin County Community College have been engaged in compiling this resource this past semester.

NATIONAL CONFERENCE

Experts Debate Classical Learning Issues

NTC/JCC funded the conference fee for one faculty member from each **consortium** college to attend **"The Core and the Canon: A National Debate"** on October 26-28, 1989, in Denton, Texas. This national conference is sponsored each year by the **University of North Texas.** Attendees heard **Jerry Martin** and **Stanley Fish** present opposing views of this topic.

A special luncheon was held to bring together two-year and four-year college faculty to explore cooperative areas of interest.

Look for announcements about next year's conference to be held in Colorado in late **September**. For further information, contact **Dr. Robert Stevens**, in the **Department of English at UNT.** M. Ewing

NORTH TEXAS COMMUNITY/JUNIOR COLLEGE CONSORTIUM

PARTICIPATING INSTITUTIONS

- Bill J. Priest Institute
- Brookhaven College
- Cedar Valley College
- Collin County Community College
- Cooke County College
- Eastfield College
- El Centro College
- Grayson County College
- Kilgore College
- Mountain View College
- Navarro College
- North Lake College
- Paris Junior College
- Richland College
- Trinity Valley Community College
- Weatherford College

Each consortium college will receive a free subscription to the *Community/Junior College Quarterly of Research and Practice.* Dr. Barry Lumsden, editor of the publication, has also issued a call for papers. For more information, contact him at **817-565-2045.**

SURVEY **(cont. from page 1)**

exchange (**60%**) and in developing workshops for professional development (**61%**).

Four questions addressed the arrival of personal computers in our world. A number of folks perceived a need to identify specialists in personal computer software within the **consortium** (**68%**), while fewer respondents felt the need to identify such specialists at the campus level (**62%**). Responses concerning identifying personal computer hardware specialists within the **consortium** and at the campus level were **60%** and **58%**, respectively.

The survey greatly assisted the **Professional Development Committee** members in their work last fall. Indeed, the professional development activities sponsored by the **consortium** were undertaken as a direct result of this survey. Each **consortium** member college has a representative from that campus serving on this committee. These folks are eager to hear your thoughts and suggestions concerning professional development activities. Wilson

"An idea is a feat of association." Robert Frost

Newsletter Subcommittee
Martha Ewing, Colin County Community College
Barbara McGregor, Weatherford College
Patsy Wilson, Cooke County College

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ERIC Clearinghouse for Junior Colleges
AUG 10 1990